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ABSTRACT

This annotated bibliography is one of twelve prepared during the summer of 1970. Although the volume is not intended to be a thorough review of the literature, the recent publications and operating programs included in this bibliography are designed to help school personnel begin their inquiries and complete their day-to-day responsibilities. Materials included cover a wide range of subject areas and grades, reflecting the concerns of all educators with the challenge of student evaluation; most writers agree that if we must continue to use group average grades we should at least be aware of the personal and academic consequences. Bibliography entries examine such topics as changes in the grading system, pass/fail high school courses and college admission, the effects of increased home-school contact on performance and attitudes, self-evaluation, a guide for evaluating student composition, early identification of educationally high potential and high risk children, and a comprehensive evaluation and reporting system for kindergarten and primary grades. (Author/SES)

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STUDENT EVALUATION

Compiled by **ROSARIO POLI**

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FOREWORD

This annotated bibliography is one of twelve prepared during the summer of 1970 for the Association Referral Information Service (ARIS). The twelve topics selected were among the most requested areas during the first year of operation.

The selection of materials is designed to be broad enough to serve as a reference source for several topics. Recent publications and operating programs are included in these bibliographies; however, this series is not intended to be a thorough review of the literature. Items included are designed to help you begin your inquiry. Hopefully school personnel will find the cited materials useful in completing their day-to-day responsibilities.

This series was prepared under the able direction of Mr. Rosario Poli, Reference Librarian in the College of Education at the Ohio State University. The initial selection of materials was the sole responsibility of the compiler. Citations with the ED number are part of the ERIC microfiche collection and the abstract is from Research in Education. The other abstracts were prepared by the compiler.

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Letter or number grades remain one of the most conspicuous characteristics of traditional education. This selection on student evaluation, publications of the late 1960's. reflects the current awareness of the weaknesses of our grading systems. Nearly all of the writers agree that if we must continue to use group average grades we should at least be aware of the personal and academic consequences. Materials included cover a wide range of subject areas and grades, reflecting the concerns of all educators with the challenge of student evaluation. BHM

Aikins, Harold H. "It's Time We Change Our Grading System," Ohio Schools, Vol. 46:25+, February 1968.

Sees most grading systems as based on one or more of the following false assumptions: (1) There is a consistent value or level of achievement implied in grades; (2) Grades may be objective; (3) Grades motivate pupils to better achievement. Points out the danger and contradictions in our present concern with grades. Suggests that the system be changed to conform to what is known about learning, human growth, development and motivation.

Allen, Paul M. "The Student Evaluation Dilemma," Today's Education, Vol. 58:48-50, February 1969.

Conflicting viewpoints in learning theories contribute to the teacher's evaluation dilemma. The teacher is confronted with the behavioristic approach to learning or with the field or perceptial approach to learning. The former claims behavior can best be explained by the concept of external causation; the latter, by the concept of internal causation. Explains the basic premises underlying these theories. Concludes, an evaluation program must be built to utilize the potentials of both theories. Such a program would also provide the objective feedback and data necessary for self-evaluation.

Association for Supervision and Curriculum Development. "Evaluation as Feedback and Guide," 1967 ASCD Yearbook (Washington, D.C., 1967)

Critical of the ongoing system of evaluation which has largely drifted into the service of marking and grading and crediting. Defines the basic function of evaluation as providing feedback and guidance to the total education process at every level by performing five basic tasks:

(1) facilitating self-evaluation, (2) encompassing all of the school's objectives, (3) facilitating teaching and learning, (4) generating records appropriate to various uses, and (5) facilitating decision-making on curriculum and education policy. Concludes feedback and guidance are needed by the pupil, his parents, his teachers, and for a variety of institutional purposes.

Babbott, Edward F. "Effort of High School Pass/Fail Courses on College Admission," Journal of the National Association of College Admissions Counselors, Vol. 14:25-27, September 1969.

Reports the results of an 83 percent return on a questionnaire survey sent to one hundred colleges, broadly represented in geography, type and size. Conclusions: (1) Most colleges would go along with a limited pass/fail system at the high school level, although somewhat reluctantly. (2) As the number of pass/fail courses increased and as grades were increasingly removed from the students' records, the colleges tended to rely more heavily on SAT scores in their admissions policies. (3) Colleges look with disfavor on the time consuming task of reading and evaluating teachers' writeups.

Benevento, Jacqueline. "A Meaningful Evaluation of Foreign Language Learning: Reading and Writing," Modern Language Notes, Vol. 10:2+, Spring 1968. ED 025 968

The article initially treats the difference between measurement (quantitative) and evaluation (qualitative) and explains the essentials for meaningful evaluation as being clearly defined course objectives, teaching methods, and testing procedures. The educational objectives in the "Taxonomy of Educational Objectives, Cognitive Domain" are then considered as an acceptable guide to testing. Advantages and disadvantages of objective and essay tests and their relevance to these educational goals are considered. Particular testing techniques for students at different levels of reading and writing skill are identified, and suggestions are made for the composition and grading of essay tests.

Blackwood, Paul E., and Porter, T.R. How to Evaluate Science Learning in the Elementary School (Washington, D.C.: National Science Teachers Association, 1968) ED 027 179

Discussed are generalizations, criteria, and techniques for student and

teacher evaluation in elementary school science. Part I relates examples of evaluative activities in first, fifth, and sixth grade classes and briefly discusses them relative to two important evaluative questions. These are: (1) Are the evaluative activities related to the objectives of the science lessons? (2) What is the purpose of the evaluation? Part II emphasizes that the purpose for science teaching must be clear and discusses three objectives commonly accepted for elementary science programs. These are: (1) to help children acquire knowledge about the universe, (2) to help children develop the attitudes and values that are compatible with science, and (3) to help children learn the methods of discovery, the skills of inquiry, the procedures of scientists, the ways of finding out about the natural world, and the ways of solving problems. Part III discusses the use of behavioral objectives as an avenue for evaluating the objectives discussed in Part II. Various examples of instruments for evaluating student growth are included. A teacher self-evaluation checklist is also provided.

Bostrom, Robert N. "The Problem of Grading," Speech Teacher, Vol. 17:287-292, November 1968.

Can be read as a discussion of the general problems inherent in traditional grading practices whether in the college, the high school or in the elementary school. Discusses the following shortcomings: (1) Grades represent a mathematical averaging that distorts their evaluative function. (2) Grades motivate by making students anxious. (3) Grades produce side effects which interfere with the process of education.

Brain, G.B. "Promotion Policies and Student Evaluation," Indiana University School of Education Bulletin, Vol. 43:19-24, September 1967.

Does not see the current system of pupil evaluation as relevant to the needs and educational problems of society. Gives suggestions for a better grading system that takes into consideration not grades or marks per se but how students are thinking and what might be done to help them use knowledge better. Thus emphasis in evaluation is placed on how pupils learn and on what can be done to facilitate learning. Also discusses the role of the student, teacher, and parent in encouraging individual learning.

Buchanan, Anne E., and ET AL. Effects of Increased Home-School Contact on Performance and Attitudes in Mathematics (Madison:

Research and Development Center for Cognitive Learning, Wisconsin University, 1969) ED 036 446

Reported is a study to determine the influence of increased home-school contact on children's performance and attitudes in mathematics. Single and combined effects of frequent parent-teacher conferences and of homework were studied. Sample students were 83 second-grade students from three arithmetic classes representing high, medium, and low achievers. Within each achievement level group, sample students were randomly assigned to one of three experimental groups (Conference-Homework, Conference, Homework) or to a control group. Parents of sample students in the Conference-Homework, group participated in parent-teacher conferences every other week for 12 weeks and received homework assignments for the sample students. Parents of sample students in the Conference group attended similar conferences but were not given homework for the sample students. Sample students in the Homework group received homework assignments but their parents did not attend conferences. Among results reported were: (1) Homework facilitated performance of low and high-achieving sample students on the post test, whereas it had the opposite effect on average-achieving sample students, and (2) High-achieving sample students showed a strong negative change in attitude, average-achieving sample students a somewhat less negative change, and low-achieving sample students a slight positive change.

Butterworth, Thomas W. A Guide to the Evaluation of Pupil Progress with Particular Emphasis on Pupil Marks (Los Angeles: Los Angeles County Superintendent of Schools, 1966) ED 036 814

The study evaluated pupil progress with particular emphasis on pupil marks. The report is divided into seven sections: (1) introduction, (2) statement of the problem, (3) historical overview of marks and marking systems, (4) present practices, (5) assumptions commonly held about school marks, (6) an analysis of these assumptions, and (7) summary and conclusions. Satisfactory evaluation of pupil progress is determined by the extent to which it can assist students in attaining the goals of their educational experience. The evaluation should not compare one student to another but should stimulate the student toward future education to reach his goal in life.

Cartwright, Charles N. Educational Data Processing (Albany: New York (State) Division of Educational Management Services, 1964)

A comprehensive approach to educational data processing for pupil scheduling and grade reporting along with a discussion on the preparation of by-product reports such as, honor lists, failure lists, grade distributions, permanent grade cards and student profiles. Assumes a basic knowledge of punch card concepts.

Chadwick, R.E., et al. "Report Card in a Non-graded School," National Elementary Principal, Vol. 47:22-28, January 1968.

Describes the evaluation procedure in an elementary non-graded school (Hamilton School, Newton Lower Falls, Massachusetts). Looks at the school's objectives, teachers' evaluation procedures and methods of evaluating and reporting in reading science, language arts, social studies, art, music and physical education.

Christensen, Donald J. "Effect of Discontinued Grade Reporting on Pupil Learning," Arithmetic Teacher, Vol. 15:724-726, December 1968.

The pass or fail concept in traditional grading is thought of as a means to motivate learning and achievement. What does the implementation of a pass/fail marking system do to this traditional belief which, time after time, is used to reinforce the present system of marking? This study reports the results of such an experiment held at the campus Laboratory School of Wisconsin State University, Eau Claire. The subjects were 24 pupils in eighth grade mathematics. Realizing that this sample is inadequate and biased by middle class and professional values, the author concludes that the traditional grading system may not be necessary to stimulate pupil learning. Data collected indicated that learning under the p/f option took place at an accelerated rate.

Ciampa, Bartholomew J. "The American Testing Hypocrisy," Educational Leadership, Vol. 26:677-679, April 1969.

Discusses the pressures on students resulting from the emphasis on negative testing techniques or from the "gold star syndrome": (1) fear of failure, (2) cramming, (3) negative motivation which encourages studying solely for good grades (and little else), (4) test preconditioning, and (5) suicide. Sees testing as a serious problem facing contemporary education. Asks for immediate national educational reform at both the primary and secondary school level.

Climo, James. "Pass Fail at Longmeadow." Clearing House. Vol. 43: 341-343. February 1969.

A selective survey of colleges that investigates the effects of pass/fail grades on college entrance status. High school seniors, taking more than the required four courses per year, were permitted to take a p/f grade in one of their studies, other than English. Climo concludes "whether or not a student has been selected or has elected to take a course on p/f basis has little or no effect on his college entrance status."

Conway, James A. "What Are We Rewarding," Phi Delta Kappan, Vol. 51:87-89, October 1969.

Presents a framework (open to discussion at all levels of education–primary, secondary and college) that suggests grades are used, to some extent, to reward certain kinds of classroom behavior and not just to reward achievement. Thus, they become a source of confusion and conflict in evaluation practices for both students and teachers. Instrument used to test the hypothesis is Rokeach's Dogmatism Scale, which measures open and closed mindedness. Concludes, closed minded students who are in low agreement with their instructor's goals act quite vocally in the classroom. Thus, they become quite visible through their class participation, and, as such, are looked upon with favor by their instructor. The teacher has a tendency to reward classroom participation by viewing vocal students as above average. Accordingly, the instructor uses this estimate in the assignment of a final grade or mark.

Cummins, Paul. "De-escalate Grades," Journal of Secondary Education, Vol. 45:188-191, April 1970.

Discusses the ills engendered in our present day grading system and the inability of letter grades to meet the objectives set forth in the 1967 yearbook of the Association for Supervision and Curriculum Development, Evaluation as Feedback and Guide. Cummins would abolish letter grades, especially for grades K-8. Sets forth suggestions for a new system, personalized and detailed evaluations from each teacher, which thus can satisfy the demands of the traditional report card and also of college admissions officers.

Dalton, William B. "The Relations Between Classroom Interaction and Teacher Ratings of Pupils," Peabody Papers in Human Development, George Peabody College for Teachers, 1969. ED 036 468

A study was conducted to test four hypotheses: (1) There are differences in the total number of interactions that a teacher has with pupils whom she has rated differently. (2) The teacher interacts more directly with those pupils she rates low than with those she rates high. (3) The teacher interacts more indirectly fewer times with those pupils she rates low than with those whom she rates high. (4) The teacher uses more criticism with those pupils she rates low than with those whom she rates high. Subjects were the teacher and 33 pupils of a fourth grade class. The investigator recorded teacher-pupil interaction in the classroom two days a week for five weeks using a modified version of Flanders' Interaction Analysis in which each interaction was scored with a notation as to which pupil(s) were involved. The teacher's rating of her pupils was measured before and after the observation period using Kilpatrick and Cantril's Self-Anchoring Ladder Rating Scale. Interaction frequencies were obtained for each pupil in each Flanders category and category group. Data were analyzed using Newman Keul Test, Kendall coefficient of concordance and analysis of variance to determine the existing relationship between the interaction frequencies and combined Ladder ratings of each pupil. Hypotheses 1, 2, and 4 were confirmed, indicating that observable verbal pupil-teacher interaction patterns may be an important means of communicating teacher expectancies to pupils.

DePue, Palmer. "The Great Fault in School Marks," Journal of Secondary Education, Vol. 42:217-222, May 1967.

Discusses the disunity in percentile rating as a marking practice. Contends that teachers everywhere are the victims of an inaccurate marking system compounded by colleges, universities and research foundations. Moreover, recent attempts to construct a satisfactory system have merely hidden and glossed over the original faults inherent in the traditional percentile rating. Concludes by giving the teacher four recommendations for achieving a more unified marking system: (1) Use an accurate scale of zero to 100; (2) equalize the influence of guessing; (3) aim all tests at a mid-score of 50; and (4) count as failures only the strugglers.

DePue, Palmer. "Here We Go Round the Dullberry Bush," Educational Forum, Vol. 33:485-489, May 1969.

Points out the need for proper standards in educational measurement. Looks at traditional methods of grading and evaluating, such as the percentile rank, and discusses how they have been sugar-coated in

efforts to validate their accuracy. DePue concludes their only effect has been to nourish evaluative nonsense.

DesPres, L.J. "A Grading System That Really Works!," School and Community, Vol. 56:12-13, May 1970.

Description of the Calloway Point System in Mid-Missouri which measures students' achievement by a grading scale ranging from ten to zero, carried one decimal point. Supposedly a panacea which does away with the ills engendered by letter grades, it is specifically designed to do away with the stigma of nonpromotion and to meet the needs of individual differences. But students are still required to average a minimum number of points a year if they wish to graduate in four years, which appears to do nothing more than to replace the letter grade with a numeric coat. More clarification than the author presents of the system is needed, otherwise, it leaves the perceptive and not too perceptive reader with many unanswered questions.

Dusseldorp, Ralph. "Grading and Record-Keeping," National Association of Secondary School Principals Bulletin, Vol. 54:73-77, February 1970.

Little is gained over the manual method of grade reporting if the computer is only used as a device for reporting student records. Other valuable by-products which may result from the use of computer grading include honor lists, failure list, eligibility lists, frequency distribution of grades, gummed labels for student records, and research.

Ebel, Robert L. "Prospects for Evaluation of Learning," Education Digest, Vol. 34:22-25, March 1969.

An analysis and defense of current concerns about testing. (1) Present day tests used to evaluate learning are imperfect and inadequate. (2) Objective tests are inefficient for the evaluation of learning, but they are regularly used because they are easy to administer and grade. (3) Standardized testing places the teacher in a "curricular straightjacket." (4) Testing places children under undue pressure. (5) Intelligence and aptitude testing lead to labeling.

Eddinger, Judith. "Report Cards...Who Needs Them?," Grade Teacher, Vol. 86:68-70, January 1969.

Describes a successful elementary school program that did away with report cards solely for the purpose of motivating individual learning. Substitute methods for reporting the pupil's progress included: (1) parent visitations, (2) home visitations, and (3) narrative-type progress reports which explained what the student had accomplished in each subject and what his next goal would be.

"Elementary School Promotion and Individual Potential," Theory Into Practice, June 1965.

Whose role is to faster individual potential–society's, parents', the school's, or the child's? The entire issue examines the topic in a series of articles that emphasize the mutual responsibility of all. Concludes that "when the child is free from the threat of failure and nonpromotion he is likely to move toward the realization of becoming a fully functioning person." Contents include–(1) "The school's concern in nonpromotion," Phila Humphreys, (2) "The Relationship Between Nonpromotion and the Dropout Problem," Shailer Thomas and Dean D. Knudsen, (3) "School Standards in Promotion: Testing, Reporting, Grading," Margaret Boyd, (4) "Sharing Personal and Professional Experiences of Nonpromotion": (a) "With Children and Parents," Phyliss Rolfe, (b) "With an Elementary Teacher," Mary Ann Clouse, (c) "With an Elementary Principal," Edward L. Novak, (5) "The Alleviation of Nonpromotion," Walter Waetjen, and (6) "Nonpromotion: A Review Essay," Bernice D. Ellinger.

Everitt, Donald, et al. "Selling the Idea of No Marks," Instructor, Vol. 79:27, December 1969.

How do you sell elementary teachers and parents on the idea of no marks? The Principal's dilemma is discussed by a panel made up of three elementary school principals. Recommendations of the panel include the following: (A) Plan a well structured discussion with teachers and parents which results in their making the initial decision. In the discussion, consensus should be reached on five points. (1) Marks are an inadequate assessment of the child's competency. (2) Marks vary: from teacher to teacher, from school to school, and for the same quality and quantity of achievement. (3) Marks are little, if at all, related to the goals of the school. (4) Marks fail to provide a good medium of communication between school and parents. (5) Marks too often emphasize failure resulting in distorted values for the child. (B) A substitute for marks should be developed–such as written evaluations, parent-teacher conferences, visitations, etc.

Gannon, Frederick and Wohlhueter, James F. "Self-Evaluation," Catholic High School Quarterly, Vol. 27:28-32, April 1969.

Develop a system of self-evaluation which relates both the student and the teacher to the school evaluation process. Fuse external teacher evaluation and student self-evaluation into one system which stresses the careful guidance of teachers and the growth of student self-understanding. Self-evaluation can thus be used to complement educational systems which (1) allow the student to make individual decisions, (2) nurture independent behavior, and (3) foster self-consistency by encouraging the inward assimilation of external evaluation, whether formal or informal.

Gantt, Walter N. "Teacher Diagnosis of Pupil Verbal Cues to Thinking, Educational Leadership, Vol. 26:684-687, April 1969.

Presents a model of instruction where teachers respond to cues from individual pupils which provide guides for diagnosing pupil's thinking, determining if students are learning and if effective teaching methods are being employed.

Gartn, Warner. "Marks–How Much Do They Mean?," PTA Magazine, Vol. 63:2-4, April 1969.

If marks are subjective and vary from teacher to teacher, if they tend to label students, make them overly anxious, indifferent or even lazy; if they yield little more than information on comparison among pupils, rather than information on individual progress; marks have no relevance to the educational process nor are they an accurate assessment of achievement. Solutions to these problems and questions are sought with the following recommendations made for improving our present grading system: (1) Follow-up procedures should be used in testing and grading, (2) Students should be made to understand the system on which they are evaluated, (3) Teacher-Parent conferences should be used as methods of supplementing student progress reports.

Good, Thomas L., et al. Teacher Assessment of Pupil Potential Report (Austin, Texas: Research and Development Center for Teacher Education, Texas University, 1969) ED 035 589.

A study was conducted to examine the relative accuracy of elementary and secondary teachers in judging student capability. Fourteen eighth-grade teachers and 16 fifth-grade teachers were asked to rate special

study children five times during the year on a behavior rating scale focusing on identification of under- and over- achievement. From the pupils who met age (10, 14) and other criteria, four or five children were selected from each class for special study. Within each class were identified the boy and girl whose previous year's grade point average (GPA) rank in that class showed the greatest positive rank-order discrepancy with their California Test of Mental Maturity (CTMM) IQ rank in that class. The same plan was used to select the boy and girl exhibiting the greatest negative discrepancy. Thus a set of under-achievers and overachievers were identified in each classroom. Teacher ratings were compared with the actual discrepancy scores between CTMM and GPA. Results demonstrated that teachers correctly identified more overachievers than underachievers. However, this was due to the fact that teachers identify more students as over-achievers. Comparing the hit rate with the guess rate, it was concluded that teachers are not good judges of student capability. Secondary and elementary teachers appear equally poor judges. More research is needed to isolate the factors that prevent teachers from identifying children who are capable of performing at higher levels.

Goodwin, William L. and Sanders, James R. "An Exploratory Study of the Effect of Selected Variables Upon Teacher Expectation of Pupil Success," Paper for the American Education Research Association, 1969.

A study was conducted to determine what variables are prepotent in establishing a teacher's expectancy for a pupil. Seven 20-minute experiments were conducted using a sample of 84 teachers who were randomly assigned to an experimental treatment and then reassigned for each subsequent experiment regardless of their previous assignment. Treatments consisted of presenting hypothetical students' cumulative folders to the sample staff. Based on the information therein, sample staff's answered six questions (each with five possible responses) involving their expectations for the academic performance of that student. In any given experiment, the information in the folders was identical for all sample staffs with two exceptions: grade level (first or sixth) and one of the other variables (IQ, grade average, sex, chronological age, standardized test performance, anecdotal records, or socioeconomic background) which were systematically introduced and varied, each in a separate experiment. Data resulting from sample staff's composite scores on the six criterion questions constituting the dependent variables were analyzed by analysis of variance, and multiple comparison tests (Newman-Keuls) were run. It was inferred

that IQ, course grades, standardized test results, and socioeconomic background are perceived by teachers as the characteristics on which they can most validly base their expectations of students' performance. Findings stress the importance of training teachers in measurement and interpretation of socioeconomic information.

Hansen, Henry R. "Day-of-Judgment," Phi Delta Kappan, Vol. 51: 81-84, October 1969.

Round-the-world look at "final"examinations in primary and secondary schools. Sees the trend as moving toward elimination and refinement of existing systems, such as, in the British "11-plus," the French "Bacclaureat" or in the German "Abitur." Changes are the result of developments in the following areas: (1) data inputs (breadth of evaluative base), (2) goals (social, economic, academic), (3) techniques and timing (age level, transitions, degree of finality). Excellent references included.

Hedges, William D. and Kane, Elmer R. Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grades (St. Louis, Mo.: Clayton Public School System, 1968)

The project discussed in this report attempts to establish, within a real school setting, a comprehensive and viable way of determining and reporting the growth and development of kindergarten and primary grade children in the public school. The project was developed by a steering committee of faculty members from the Clayton School District of Clayton, Missouri. One of the Clayton schools was chosen to implement the bits and pieces of the program as it was developed. Full-scale implementation of the system occurred in that pilot school in the 1968-69 academic year. The comprehensive evaluation and reporting system consists of two major parts: (1) a comprehensive student folder to follow the student from kindergarten through grade six and (2) reports to parents, including (a) two written reports per year, and (b) two parent conferences per year. The specific types of information to be kept in the student folder are indicated in Appendixes A through I of this report. Also sketched in this report are eight recommendations and 22 ideas considered in developing the evaluation and reporting system and nine areas of information about each child to be investigated and reported in the folder.

Heffernan, Helen and Todd, Vivian Edmiston. Elementary Teacher's Guide to Working With Parents (West Nyack, N.Y.: Parker Publishing Co., 1969)

A handy reference aid for the elementary teacher who sees communication between home and school as a very important element in the evaluation of the elementary school child chapters include (1) "Developing the Basis for a Conference," (2) "Building an Effective Rapport with Parents," (3) "Conducting a Successful Conference," (4) Handling Various Conference Situations," (5) "The Challenge of Working with Socioeconomically Disadvantaged Parents," (6) "Working Individually with Parents," (7) "Evaluating Pupil Progress," (8) "Securing Parental Involvement," (9) "Developing Program Innovations," (10) "Preparing School Personnel for Parent Conference."

Hummel, Dean L. "Individual Appraisal and Assessment–Their Essential Principles," Paper for Workshop on Guidance and Personnel Services, 1969. ED 031 750.

Instruments and methods are considered by many the nuts and bolts of school testing programs, for both individuals and groups. Too often, the individual is lost in the machinery of such a school program, and data collected becomes the end product of appraisal and assessment. Programs of student appraisal procedures should be developed around eight essential principles, including: (1) there is no single best appraisal technique or procedure to be recommended for all programs, and (2) student appraisal procedures involve study of the self in the situation–the individual in his total environment. The total process of appraisal would best be stimulated through a satisfactory initial counseling interview. The whole staff must also become involved in the appraisal program. Thus appraisal services are viewed as an attempt to accumulate and interpret as much information as possible about the student, to provide as much information as possible to the student and to the staff, and to promote better understanding of individual needs.

Ironside, Roderick A. "Who Assesses Reading Status and Progress–Tests, Teachers or Students?," Paper for the College Reading Association, 1969.

Student involvement in the assessment of reading status and progress is important, because the effectiveness of teachers and tests as

evaluators has limitations. Translating test results into meaningful behavioral descriptions is a difficult task, and teacher assessment is sometimes limited by the temptation to respond quickly and definitely to a single factor such as a score, an incident, or an aspect of reading. Teachers exhibit a tendency to assess the status and needs of a student and then to conduct improvement programs which often ignore those needs. The students, because of personal motivation and understanding, can help to define realistic objectives for reading and studying and for assessing their own performances. Students' needs and goals are essential elements in devising reading improvement programs on the high school and college levels.

Jansen, Udo J. "Grading Practices in Nebraska," Clearing House, Vol. 43:335-337, February 1969.

Reports the results of a survey instrument sent to 115 secondary schools with enrollments of 200 or more. Returns were received from 100. The report focuses on three questions. (1) What information concerning students do schools report to parents? (2) What policies and systems govern marks? (3) In what way does the grading system provide for differences in students' ability? Results, traditional but broader marking practices are used that tend to bring a closer liaison between home and school. Letter or number grades are still in vogue. In 91 percent of the schools sampled 70 percent is still used as the lowest passing mark. Concludes, individual differences must be brought more clearly into focus and become the yardstick against which teachers assess and grade pupil progress. References included.

Johnson, I.F. "Injustice of Grades," School and Community, Vol. 54:24-25, October 1967.

Sees grades as an impediment to learning and or stifling creativity, for they become ends in themselves rather than serving to motivate learning and self-awareness. Suggests the project plan as a substitute and cure for the traditional grading ills. Accordingly, it should be started in the elementary classes and continued on through high school and college. In such a program, emphasis is placed on self-learning and doing and on the careful guidance of the teacher. Students are assigned a project, preferably self chosen, the completion of which assumes the student has learned the fundamentals of the course and is capable of further study in it.

Johnson, William D. "We Teach Best What We Test Best." Social Studies. Vol. 55:217-224, October 1969.

Contemporary methods in social studies emphasizes the acquisition of factual knowledge. Testing tends to reinforce and reward this goal for social studies education because it can easily be measured. The development of attitudes and social skills, on the other hand, significantly more important objectives for contemporary social studies, take secondary positions, in the school program because they cannot be objectively measured and consequently rewarded. A rationale for measuring competencies in behavior that indicate attitudinal and social skill attainment is considered. References included.

Judine, Sister M. A Guide for Evaluating Student Composition: Readings and Suggestions for the Teacher of English in the Junior and Senior High School (Champaign, Ill.: National Council of Teachers of English, 1965) ED 033 948.

Intended for high school teachers of English and lay readers engaged in correcting student themes and improving student writing practices, these 24 essays are collected into four groups: (1) "The Audience: For Whom Does the Student Write?" (three essays), dealing with identifying an audience, defining terms, improving topic sentences, and teaching students to think logically; (2) "The Evaluator: What Standards Does He Meet, and How, with Large Paper Loads?" (seven essays), including discussions of the standards for college-level writing, the psychological effect of teacher comments, methods for managing an overload of theme grading, the extent to which papers should be marked, the training of students in theme reading, and the use of visual aids; (3) "The Total Writing Practice: Does the Teacher See All Its Aspects When Evaluating?" (three essays), presenting material on the creative process, and the narrowing of a concept to fit one's purpose, and (4) "Communication: How Do We Measure Its Success or Failure?" (11 essays), containing a variety of student themes with standards for evaluating them.

Keogh, Barbara K. and Smith, Carol E. "Early Identification of Educationally High Potential and High Risk Children," Paper for American Psychological Association, September 1969. ED 035 700.

Early identification of educationally high potential and high risk children was investigated by following the same 49 children from kindergarten entrance through grade five of a regular school program.

Kindergarten predictive measures were the Bender Gestalt Test and teachers' evaluations; follow-up measures were yearly standard achievement test results. Analyses revealed consistently high and significant relationships between teachers' ratings and subsequent school achievement. Teachers were surprisingly accurate in early identification of both high risk and high potential children. The Bender-Gestalt Test was more accurate for identification of high potential than high risk children. Findings support the use of these measures for initial screening of children entering formal school programs. Specification of dimensions of teachers' evaluations may provide clues to understanding the complexities of school readiness.

Kindsvatter, Richard Hughes. "Dynamics of Change in Marking Systems in Selected Innovative and Non-Innovative High School of Ohio," (Unpublished Ph.D. dissertation, College of Education, Ohio State University, 1966)

Investigates the who, what and why of change. Looks at the educational climate of those schools that provide a setting conducive to change and at those schools that inhibit it. Purpose, to determine how change in grading systems can be effectively implemented. Concludes that there is no one perfect marking system for all schools and that contemporary marking practices are in a mess and are fundamentally problems of the curriculum. Thus, "only when the educative process has been redefined, either to exclude the necessity for evaluation or to include it as an integral element, will the problems we now associate with the evaluation and marking of students be resolved." Includes an excellent review of the literature.

Kindsvatter, Richard Hughes. "Guidelines for Better Grading," Clearing House, Vol. 43:331-334, February 1969.

An excellent historic description and interpretation of the inertia in school marking practices. Points out what is needed to overcome this problem, and what can be done in the meantime to improve school marking practices. Presented is a list of twelve soul-searching questions for the teacher to examine and incorporate into his or her marking practices. References included.

Lange, P.C. "Taking the Stress Off Grades," PTA Magazine, Vol. 62: 19-21, October 1967.

The main problem with grading is that it gets in the way of instruction and actually subverts the curriculum and learning. More time is spent in grading and sorting students than in teaching them. Often times, the only purpose of grades is to find differences among students so that they can be classified and sorted. Too often the teacher tests not the essentials of the lesson but "fringe" and "nice to know" facts so that a broad grading base can be achieved with the results. Thus grading becomes relatively unimportant or unrelated to the basic content of the lesson. Overemphasis on grading also gets in the way of individual instruction, evaluation and guidance, especially when it is based on national test norms or comparative performance. If grades do not report on individual growth or say how well the student is learning to learn or to progress for himself, they are ineffective methods of evaluation. In addition, if grading is to be effective, it should not only evaluate the learner's progress but also the effectiveness of instruction for the purpose of improving it. Thus grades are only relevant when they are part of an education scheme that aims at improving individual learning and teaching.

Lauwerys, Joseph A. and Scanlon, David G. "Examinations," World Year Book of Education (1969)

A comparative or world-wide analysis of examinations, primarily of those administered at the secondary levels of education. A look at the why and way of examining–how exams are devised, administered and assessed, and if they are efficient, relevant and reliable. Discussed in the following sections: (1) General and historical aspects, (2) Examination aims, theories and techniques, (3) Efficiency of examinations, (4) Organization and structure in different countries, (5) Selection for education by examination, (6) Economic and social effects of examinations, (7) Effects of examinations on education, teachers and pupils, (8) Trends and future prospects. Omits tests specifically designed to measure or assess personality, intelligence, reading ability, aptitude, vocational guidance tests and professional and technical examinations. Believes examinations are becoming ends in themselves almost independent of the educational process. Concludes that despite the growing uneasiness among educators and students, alike, examinations are here to stay.

Lesner, Julius. "The Effect of Pupil-Corrected Tests and Written Teacher Comments on Learning to Spell in the Upper Elementary Grades," (Unpublished Ed.D. dissertation, University of California,

Los Angeles, 1967) ED 033 137.

To determine the effects of teacher comments on spelling test papers, 32 randomly selected fourth- and sixth-grade teachers from low and high socioeconomic area Los Angeles elementary schools used 965 pupils in their regular classes as subjects. The teachers gave the regular weekly spelling test, and one of our evaluation treatments was randomly assigned to each class: (1) teacher correction but no written comment, (2) pupil correction of papers but no comment, (3) teacher correction with appropriate written comments on each paper, and (4) pupil correction of their own papers with written comments by the teacher. The results of the next spelling tests served as the criterion of treatment effect. The following results were obtained: (1) Children who received written teacher comments performed better beyond the .01 level of significance than pupils who received no comment. (2) Students from low socioeconomic areas or in low spelling groups responded more favorably to written comments than students from high socioeconomic areas or in high spelling groups. (3) No difference was found in response to comments between fourth- and sixth-grade students or between sexes.

Link, William R. "An Answer to Sally," Education Digest, Vol. 34: 24-27, May 1969.

Practical answers to the reasons for tests and grades, along with excellent suggestions for making a good test. Accordingly, tests are critical moments. Youngsters learn to respond to crises throughout life. Social identification and self identification revolve around how well the individual can solve the problems he faces through the decisions, actions, and judgments he exercises. Good tests are nothing more than exercises in decisions, actions and judgments. At the same time, grades are inherently human. Comparison is an inescapable element in human perception, a system for evaluating or grading the relationship between ourselves and our surroundings. Grading is nothing more than the equivalent of visual perspective, recognizes the deficiencies of testing, and concludes, great harm can be done in misusing tests, but even greater harm can be done in not using them at all.

Long Beach Unified School District. Manual for Preparing the Elementary Progress Report (Long Beach, California, 1966)

Made up by a committee of parents, teachers, administrators and school patrons. Principally views evaluation as a joint responsibility of parents and teachers. Sees the progress report as only one of the

methods to be used for communicating between home and school. Other methods include notes, telephone calls, conferences, and oral messages. The guide is designed to help teachers prepare reports that will be understood and informative to parents. Presents a guideline for explaining grading, the system, and a general framework upon which to base grading procedures.

McGinnis, Dorothy J. "Making the Most of Informal Inventories," Paper for International Reading Association, 1968.

Informal inventories emphasize observing a child's behavior and performance in order to draw inferences about factors affecting his achievement in all areas. Suggestions are given for some uses of informal inventories, teacher-designed measures, and adaptations of such tests as the Minnesota Rate of Manipulation Test and the Gray's Oral Reading Paragraphs. Some ways to improve reliability and validity are suggested. A few techniques for identifying and interpreting behavior are given. A case study illustrating the use of a boy's comments during informal reading testing is reported. References are included.

McGuire, Brian Patrick. "The Grading Game," Today's Education, Vol. 58:32-34, March 1969.

The author is a graduate student at Ballion College, Oxford, England. As an "A" student he looks back to his high school days and decries the grading game for the following reasons: (1) The present grading system distracts from the real purpose of education–the development of self-awareness. (2) Grades discourage learning more than they encourage it. They become ends in themselves where the only amount of knowledge worth having is the amount that gets you the grade. (3) You play the game if you want in on the major leagues–college. (4) Grades are defended because they are a characteristic of life. This argument tries to excuse the injustice of grades on the basis of the injustice one finds in life in general. Closes by presenting alternatives to the letter grading system, such as pass/fail, or individual teacher evaluations.

Marshall, Jon C. "Evaluation: Does It Mean Anything?," Clearing House, Vol. 42:535-538, May 1968.

The role of objectives in evaluation is paramount if evaluation is to have an interpretative meaning. Measured achievement in an academic

discipline is scored with reference to specific and relevant objectives related to the subject matter measured. Presented are the following guidelines to aid teachers in formulating grading practices: (1) Clarify behavioral objectives. (2) Differentiate between teaching objectives and evaluation objectives. (3) Set up a realistic and somewhat flexible standard for evaluation. (4) Evaluate achievement in the content area per se: other judgments should be reported but not as part of the letter grade. Concludes that significant marking can be obtained even though it is not an easy task.

National Council for the Social Studies. "Evaluation in Social Studies," 1967 NCSS Yearbook (Washington, 1967)

Concerned with the appraisal of student achievement in the classroom. Specifically for the social studies teacher. but broad enough to be used by the classroom teacher in general. Intended to serve four purposes: (1) to place evaluation in its larger instructional setting, (2) to present some of the problems involved, (3) to critically assess means; and (4) to suggest improvement.

National Education Association. "Reporting Pupil Progress," National Education Association Research Bulletin, Vol. 47:75-76, October 1969.

Reports and summarizes the statistical findings of a national survey, spring 1969, of public school teachers in elementary and secondary education. Answers were sought to the question, "What method do you use to report pupil progress to parents?" Results of the survey show that "about three teachers in four use a report card with a classified scale of letters for reporting pupil progress to parents. About two teachers in five have a scheduled conference."

National Education Association Research Summary. Marking and Reporting Pupil Progress (Washington, D.C., 1970)

Despite many years of experimentation and research, the problems and issues related to marking and reporting remain unsettled. To assist interested persons in understanding the multiplicity of factors related to marking and reporting, the NEA Research Division undertook the task of assembling and summarizing the results of research and opinion. This research summary discusses reporting practices, the philosophies of marking, the purposes of marking, and the assets and liabilities of various marking and reporting practices. Emphasis,

however, is placed on the findings of representative research studies. Extensive references included.

National School Public Relations Association. Working with Parents, A Guide for Classroom Teachers and Other Educators (Washington, 1968) ED 017 998.

This guide for classroom teachers is based on the idea that education is a responsibility shared among school, teachers, and parents. Suggestions are made for teacher facilitation of good student-parent-school relations. Among the public relations problems discussed are teacher introductions to student and family, notes to parents, homework, parental visits, home visits, parental complaints, behavior problems, testing, and sex education.

"No Child is Failing in This School," Grade Teacher, Vol 86:70-71, January 1969.

Descriptive of the grading report at Evergreen School, Whittier, California, which shows the child's learning progress and not whether he is passing or failing. As a result children and parents realize that learning itself–not the attainment of a grade–is the goal of education. However, realizing that the non-graded report card cannot succeed in itself, the teacher immediately follows it up with a three-way conference–with the student himself added to the parent-teacher conference. Thus all parties concerned discuss the child's progress or lack of progress.

"Reporting to Parents," National Elementary Principal, May 1966.

A timely and fruitful issue on reporting pupil progress in the elementary school. Sets the stage and fills a big gap in the current literature generated on grading and marking in the elementary school. Contents include: (1) "The Importance and Purposes of Reporting," Robert H. Anderson: (2) "Farmer Brown's School: What to Report," Betty Hugie; (3) "How Children Feel About Reporting," Anne L. Christensen; (4) "The Report Card in a Non-graded School," Ruth E. Chadick, et al; (5) "Moral Concerns in Assessing Pupil Growth," James B. Macdonald, et al; (6) "Research on Reporting Systems," Albert J. Kingston and James A. Wash, Jr.; (7) "The Grade Society," Eugene L. Gaier; (8) "Parent-Teacher Conference," Wallace R. Johnson; and (9) "Improving Reports to Parents," John W.M. Rothney.

Smith, Robert McNeil. Teacher Diagnosis of Educational Difficulties (Columbus, Ohio: C.E. Merrill, 1969)

A collection of articles by leading authorities in special education, guidance and educational psychology. Identifies evaluative techniques for determining students' strength and weaknesses and suggests remedial procedures for helping students overcome deficiencies. Treats perceptual motor skills, reading skills, written expression and spelling, speech and language disorders, arithmetic skills, and personal-emotional-social skills. Emphasis is on informal diagnosis, methods which the teacher can use in the classroom every day, on an individualized basis. References included.

Spray, Cecil O. "Meaningful Grade Reporting," Clearing House, Vol. 43:338-341, February 1969.

A study of most school marking practices reveals that marks often communicate little toward an understanding of student achievement. Reviews the practices and conclusions of a marking survey and gives suggestions on how to develop a meaningful and essential grading plan. Concludes, "marks used in reporting student achievement should indicate two factors to meaningfully serve the purpose for which they are needed. Both the achievement made in a course and the level at which it was made should be known and indicated." For example, report excellent, good or fail, according to the students' own ability, and the difficulty level at which it was achieved–such as remedial, basic or average.

Terwilliger, James S. "Self-Reported Marking Practices and Policies in Public Secondary Schools," National Association of Secondary School Principals Bulletin, Vol. 50:5-37, March 1966.

Reports the results and implications of a questionnaire survey of 187 (129 responding) public secondary schools represented by all types, sizes and regions. The survey was commissioned by NASSP and done by ETS under the preparation and administration of the author. Investigates two of the major sources of variability in employing marks and marking systems. (1) School policies affecting the assignment and use of marks; (2) practices used by the individual teacher in marking students. Concludes by facetiously calling the report, "The Mess in Marks."

Tolonen, Paul O. "The Pedagogic Number Game," Educational Leadership, Vol. 26:556, March 1969.

Discusses the grade point average and letter grades as methods of student evaluation. Contends that a present day system of grading is mathematically unsound and meaningless. Suggests that grade point averages should not be computed beyond the first decimal place or beyond tenths. Grades in individual courses should be expressed in two significant numerical figures. Favors doing away with grades if an alternative scheme can be developed to indicate either achievement or potential in a readily understood form.

U.S. Office of Education. Pupil Marks and School Marking Systems; A Selected Bibliography (Washington, D.C., 1963)

A selective annotated bibliography on marking practices in elementary and secondary schools. Concerned with the interpretation of marks and making objectives. Includes articles, books and published research reports on marking practices conducted in the Nation. Excellent for historical purposes. Covers primarily the late 40's, the 50's and early 60's. Emphasis is on suggestions for improving traditional marking practices rather than on seeking alternative methods of evaluation, although glimpses of present day concern with non-grading, do come through. Provides an interesting contrast to the contemporary philosophy of non-grading that is characteristic of current marking practices. Must be considered, therefore, before an objective judgment of marking systems is to be achieved.

Usitalo, Richard. Systematic and Sequential Evaluation for Individualized Instruction, (Olympia, Washington: Olympia School District, 1968) ED 026 693.

The Olympia, Washington, Public Schools report a workshop held to design a program for collecting and organizing information on the total student growth necessary for developing a curriculum for individualized instruction. In addition to student records, information was needed on (1) learning styles, (2) interest areas, (3) physical development patterns, (4) subject area strengths and weaknesses, (5) social relationships, and (6) family social-cultural expectations. Areas of effect on students were expected to be (1) cognitive, (2) physical, and (3) social-emotional. The workshop stressed educational philosophy, assessment techniques, and use of meaningful data to define

and reach target audiences. The present report is essentially divided according to these areas, with the addition of sections on evaluation and perspectives.

White, Alice Mary. "The View From the Pupil's Desk." Education Digest, Vol. 34:32-35, November 1968.

The conclusions of a three year study by a professor of psychology and education from Teachers College, Columbia University. Method used in the study was the techniques of "teaching exchanges"–two o more pupils teach what they have been taught to other pupils. At the same time the pupil-teacher's efforts are observed and recorded. White concludes: (1) The elementary school child has no cognitive map of content to guide him sequentially through the learning proce (2) The cognitive map he does use is the map of student experience. (3) The elementary school child has no adequate evaluative map so that the grading and marking techniques of the teacher often times are little understood.

Winkler, James E. "Grading," Peabody Journal of Education, Vol. 46:350-351, May 1969.

Briefly discusses the following issues: individual grading versus grou measurement, objective and subjective criteria in evaluation, standards in grading, grading as achieved worth and failure. Sees grading as one of the most difficult tasks in education, as singularly applicabl to each individual, and just as much of a task for the school as is the task of instilling academic discovery.

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